

Progression of Knowledge and Skills (Geography)

Areas of Geography	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Location Knowledge		Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time	Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, (including day and night)
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country – India.		Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country – Italy.		Understand geographical similarities and differences through and the study of human and physical geography of a region within North or South America – St Lucia.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – East/South Yorkshire.
Human and physical Geography	Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, office, port, harbour and shop.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of: Physical Geography, including : volcanoes and earthquakes.	Describe and understand key aspects of: Human geography, including types of settlement and land use. (Humber Forest Schools)	Describe and understand key aspects of: Physical geography, including: rivers and the water cycle. Human Geography, including: economic activity including trade links.	Describe and understand key aspects of: Physical Geography, including: climate zones, biomes, vegetation belts and mountains. Describe and understand the distribution of natural resources including energy, food, minerals and water

<p>Geographical skills and fieldwork</p>	<p>Use simple compass directions (N, S, E,W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (comparison of the local area and India). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (including locating India).</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied – Italy.</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied – United Kingdom. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied- North or South American region. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Rivers trip)</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied – Eskdale. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Residential).</p>
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